

Why is reading so important?

Reading is a vital means of communication in school, in public life and internationally. During Key Stage One, children's interest and pleasure in reading is developed as they learn to read confidently and independently. You can help your child become confident, independent readers by reading with them regularly at home. Reading together should be a pleasurable experience for you and your child. Some children only associate reading with 'getting through' the reading scheme and it is important that they listen to or share 'real' books with you, including those that they cannot read independently.

Will the teacher hear my child read?

In school, your child's class teacher will hear your child read during guided reading once a week, though they will frequently read a shared text or their own work aloud to the teacher. The Teacher will hear your child read during guided reading time, when children read and discuss books in a group. Following each guided reading session, your child's teacher will also write a comment in this book. You will then be aware which areas of Literacy the children are focusing on each week and any specific targets for your child. If you are unsure what the comments mean, please use the personal organiser to communicate. For your benefit a common list of literacy terms is included in the glossary. These are words your child may have heard in school, or your child's teacher uses in their written comments. They come from the National Literacy strategy and are used in Years One and Two.

Where do the books come from?

Most children will be given a book from the reading scheme in the Library. In Year One children are helped to change their books by a Teaching Assistant and in Year 2 the children are taught how to change their own books. Your child is free to change their reading book each day, though they can obviously re-read books at home or read a longer book over several days. In addition, children are given the opportunity to choose two reading books from the library. These are usually changed on a weekly basis in the Library lesson.

How does the reading scheme work?

Some children can become very competitive and intent on moving their way through the scheme as quickly as possible. The colour coded system we have in school incorporates a range of well known schemes including Oxford Reading Tree, Ginn and Bangers and Mash. Children are encouraged to read a broad range of books within their colour so that they develop good comprehension skills as they progress through each colour. As your child becomes more fluent and no longer needs to sound out words, it becomes very important that you spend an increased amount of time *talking* about the books rather than simply 'hearing them read'.

How can I help my child read at home?

- Make sure that your child is relaxed and comfortable. If possible, children should be given your undivided attention.
- Talk briefly about the cover, the illustrations and the book's title before you start.
- Make sure your child can see all the pictures as this can help them follow the story or understand the information.
- When your child gets stuck on a word, wait 5-10 seconds before giving them some clues such as *What sound does the word begin with? What word would make sense there? Do you know any words that look similar to this one?* Also, encourage your child to look at the picture clues. If they are struggling, give them the word before meaning is lost.
- After reading the book, talk about it with your child and ask questions such as:
 - *Why do you think he/she did that?*
 - *Which was your favourite part?*
 - *Which character did you like best? Why?*

What shall I write in the reading record book?

It is very useful for you to write comments about the way your child has read so that you can establish a dialogue with your child's class teacher. After you have heard your child read, you might like to record comments such as:

- (Name) has read with enjoyment
- (Name) can talk about the book s/he has read.
- (Name) can retell the story in their own words.
- (Name) read confidently.
- (Name) can retell the story by looking at the pictures.
- (Name) predicted what would happen in the story.
- (Name) can read these familiar words
- (Name) needs some extra help with these words.....
- (Name) can use letter sounds to work out new words.
- (Name) can show understanding of the main parts of the story
- (Name) can self correct when they make mistakes
- (Name) can break up unfamiliar words into parts to help them read the word
- (Name) can use different voices for different characters
- (Name) can read fluently and accurately
- (Name) can pause appropriately for punctuation
- (Name) can use a range of strategies to work out unfamiliar words
- (Name) can suggest alternative endings for the story
- (Name) shared the book with.....

Date	Book title and comments	Signature	Rating
Teacher's Comments			
Notes and Targets			

Glossary

adjective - a word that describes somebody or something

adverb - give extra meaning to a verb, an adjective, another adverb or a whole sentence. In many cases, adverbs tell us: how, where, when, how often

alliteration - a phrase where adjacent or closely connected words begin with the same phoneme, e.g. *one wet wellington*

ascender - letters which extend above the line e.g. *b, d, f, h, k, l, t*

cliché - an over-used phrase or opinion e.g. sick as a parrot; her eyes shone like stars; too many cooks spoil the broth

compound word - a word made up of two other words e.g. *football, headrest, broomstick*.

comprehension - a level of understanding of a text. This can be:

- literal - the reader has access to the surface details of the text, and can recall details which have been directly related.
- inferential - the reader can read meanings which are not directly explained.
- evaluative - the reader can offer an opinion on the effectiveness of the text for its purpose.

conjunction - A word used to link clauses within a sentence. For example, in the following sentences, *but* and *if* are conjunctions: It was raining *but* it wasn't cold. We won't go out *if* the weather's bad.

connective - A connective is a word or phrase that links clauses or sentences. Connectives can be **conjunctions** (eg *but, when, because*) or connecting adverbs (eg *however, then, therefore*)

decode - this refers to children's ability to read words - to translate the visual code of the letters into a word.

descender - Letters which extend below the line eg *g, j, p, q, y*.

dialogue - a conversation between two parties. May be spoken or written.

draft - preliminary written form of document. The process of working on a document at the composition stage is called drafting.

edit - to modify written work.

fable - a short story which is devised and written to convey a useful moral lesson. Animals are often used as characters, as in 'Aesop's Fables.'

fact - accepted, observable or demonstrable truth. Facts must be supported by evidence; if evidence is not available, they can only be given the status of opinion.

fairytale - a story written for, or told to, children which includes elements of magic and magical folk, such as fairies, elves, goblins.

fiction - text which is invented by a writer or speaker.

genre - this term refers to different types of writing. e.g. adventure, romance, science fiction.

grammar - includes the study of word order and changes in words.

guided reading - a classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on a text carefully selected to offer an appropriate level of challenge.

guided writing - a classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to offer an appropriate level of challenge.

homonym - words which have the same spelling or pronunciation as another, but different meaning or origin.

homophone - words which have the same sound as another but different meaning or different spelling eg *read/reed, pair/pear, right/write/rite*.

instructional text - text written to help readers achieve certain goals. Examples of this type of text include recipes and instructions.

letter string - a group of letters which together represent a *phoneme* or *morpheme*

limerick - a five-line comic verse.

mnemonic - a device to aid memory, for instance to learn particular spelling patterns or spellings.

modelling - in literacy, this refers to demonstration of an aspect of reading or writing by an expert for learners.

myth - an ancient traditional story of gods or heroes which addresses a problem or concern of human existence. May include an explanation of some fact or phenomenon.

narrative poem - a poem which tells a story e.g. *Hiawatha*, *Charge of the Light Brigade*.

narrative text - text which re-tells events, often in chronological sequence.

non-chronological writing - writing organised without reference to time sequence e.g. a report on a town might be organised into population, situation, facilities.

noun - a noun is a word that denotes somebody or something.

phoneme - a phoneme is the smallest unit of sound in a word. A phoneme may be represented by one, two, three or four letters.

plural - refers to more than one thing or person

prefix - a prefix is a morpheme which can be added to the beginning of a word to change its meaning, e.g. *disappear*

preposition - a preposition is a word like *at*, *over*, *by* and *with*.

pronoun - pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition, e.g. *I/me*, *you*, *he/him*, *she/her*, *we/us*, *they/them*

punctuation - punctuation is a way of marking text to help readers' understanding.

recount text - a text written to retell for information or entertainment

rhyme - a rhyme occurs when words share the same stressed vowel phoneme, e.g. *she/tea*, *way/delay*

rhythm - rhythm is the more or less regular alternation of light beats and heavy beats (stresses) in speech or music. Some poetry uses very regular rhythm patterns.

shared reading - in shared reading the teacher models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently

shared writing - a classroom process where the teacher models the writing process for children.

simile - the writer creates an image in readers' minds by comparing a subject to something else, e.g. *as happy as a lark*

skim - read to get an initial overview of the subject matter and main ideas of a passage

storyboard - a plan for a visual text (video, film, etc) which demonstrates the plot and critical events through a sequence of pictures.

Story-boarding may be used to plan a piece of writing.

syllable - each beat in a word is a syllable, Words with only one beat (*cat, fright, jail*) are called monosyllabic; words with more than one beat (*super, coward, superficiality*) are polysyllabic.

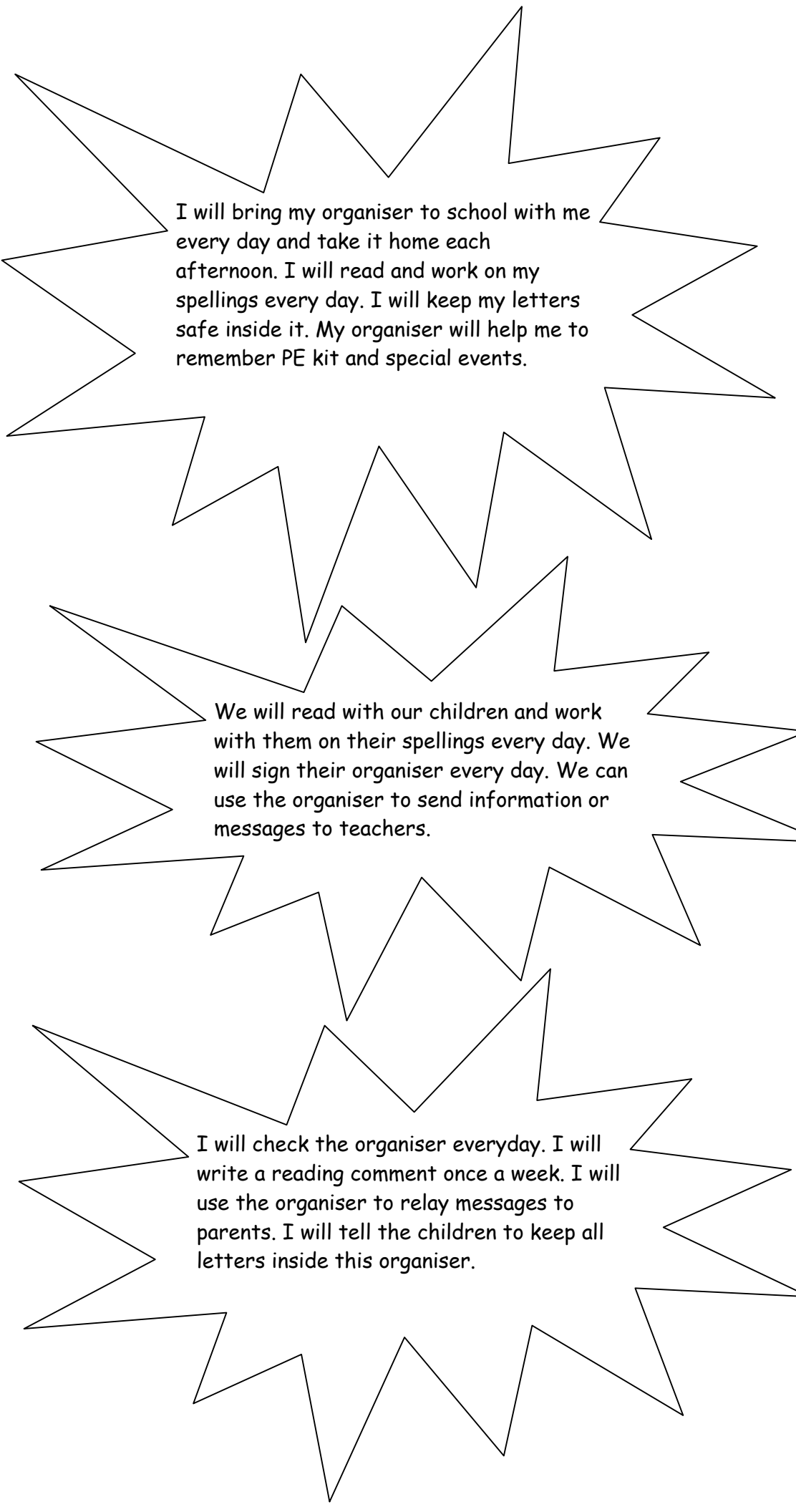
tense - a tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past. English has no specific future tense.

text - language organised to communicate, includes written, spoken and electronic forms.

verb - a verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word.

vowel - a sound produced by one or more letters

writing frame - a structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.



I will bring my organiser to school with me every day and take it home each afternoon. I will read and work on my spellings every day. I will keep my letters safe inside it. My organiser will help me to remember PE kit and special events.

We will read with our children and work with them on their spellings every day. We will sign their organiser every day. We can use the organiser to send information or messages to teachers.

I will check the organiser everyday. I will write a reading comment once a week. I will use the organiser to relay messages to parents. I will tell the children to keep all letters inside this organiser.

Child

Parents

Teachers

About your Personal Organiser